

Is Your Class Interesting?

A. Qayumov

Senior teacher of Jizzakh State Pedagogical Institute

Annotation: The article deals with the question of the attractiveness of the educational process as a factor in achieving the didactic goal. The author proposes a number of methods of entertaining and attractiveness of educational and theoretical classes. The methods proposed by the author will not only interest students, but also serve to create a prosperous working climate in the classroom.

Keywords: educational, didactic goal, author, methods, attractiveness, educational, theoretical, working climate.

The main factor that increases the effectiveness of lessons - the main condition for managing the mental work of teachers - is the delivery of the educational subject in an interesting way to students. Because interest, according to scientists, has a positive effect on mental processes (understanding, attention, memory, thinking, will).

In the course of the lesson, the student not only actively learns the subject, but also expresses his various attitudes to what is being studied. Some events excite him, he is indifferent to others, he may like or dislike something, he likes some teachers, but has no sympathy for others. Therefore, in teaching children, it is necessary to try to awaken emotional relationships in them.

According to the results of the research work of pedagogic-psychological scientists, positive emotions awaken great creativity and inspirational forces in a person. And didactics proved that boredom is the worst enemy of education. In other words, a person cannot search for truth without emotion, and his study cannot absorb education.

Question: how can students be interested in the lesson? What should be done to maintain the aroused interest regularly? How to create emotional engagement in the classroom? At this point, we can recommend the following as advice:

- it is recommended to achieve interest in the educational session by posing the studied issue as a problem. The problematic setting of the issue creates a puzzling situation in the minds of the listeners, causes them to focus on one place. Presenting the learning material in a problem-based way makes students think. The teacher poses a problem and creates an internal conflict in the minds of students to solve. As a result, students are forced to observe, discuss, search for evidence, deny existing ones, rely on previously acquired knowledge, and perform tasks such as remembering. All this creates a desire to find a solution to a puzzle, creates a desire to express one's opinion or hear the answers of peers, and the student actively observes the lesson process and becomes an active participant in this process;
- Reading, education is a complex form of mental work. Mental work, like any other work, is only interesting when it is done in different ways. Conveying training content and scientific information in the same way leads to boredom very quickly. Therefore, it is necessary to pay attention to different forms of work (lectures, practical training, small research, analysis, conflict of ideas, demonstration, meetings...);

- The better the newly learned material begins with the previously learned material, the more it will increase the interest of children;
- Too light or too heavy explanation of a new topic does not arouse interest in students. Because easy delivery of educational material does not require a small mental effort, students do not have a serious attitude to the lesson, and on the contrary, delivery of educational material that is too complicated makes students frustrated, and as a result, they become apathetic listeners of the educational process. Indifference and indifferent attitude undermines the effectiveness of education;
- The more quickly students' work is checked and evaluated, the more interesting it is for them to learn. The reason is that the student (even adults) wants to show off his cocktail to others, wants to be rewarded according to his cocktail. Timely and regular assessment ensures activeness in the classroom;
- The accuracy, emotionality of the educational material, and the teacher's emotional explanation have a strong impact on the listening students. First of all, for this, the teacher knows his subject well and explains what he knows with emotion, which does not leave the listeners indifferent, that is, it is natural that emotion arouses emotion. Otherwise, that is, if the teacher himself is not interested in the material being explained, and if he explains it without feeling (uniformity of voice, monotony, dryness, standing in one place, sitting still, indifference, etc.), the lecture will be ineffective. When a teacher is affected by his material, he can also affect the audience. Here the opinion of our honorable R.Usmanov is the truth: "A teacher who has lectured endlessly cannot entertain his students";
- If the students of the class are not interested in the material being studied during the lessons, it is better to change the teaching method. From lecture to demonstration, from demonstration to question-and-answer, from question-and-answer to problem-based learning, from problem-based learning to grouping, etc.;
- Connecting the studied topic with social life, substantiating it with examples familiar to the students' life experience makes the lesson more lively. Witnessing students to the studied theoretical knowledge on the basis of examples of everyday life and natural phenomena can make children interested in the lesson. The advantages of using this method are great both in explaining the laws of physics and in imparting knowledge of linguistics (and in other sciences);
- experienced teachers use the method of providing interesting information about the topic before starting the lesson to create emotional activity. Anyone can use this method. For this, apart from textbooks, it is necessary to read more literature, regularly read art books, systematically follow newspapers and magazines, analyze radio broadcasts and TV shows. And every teacher will find conditions and opportunities for this. It is only necessary to warm up;
- Bringing interesting information during the lesson, especially interesting facts related to the life and work of famous scientists, eliminates the students' boredom, and this point naturally arouses interest in the content of the lesson among the listening students. Being limited to the scientific information given only on the pages of textbooks can not arouse interest in children while lowering the level of the lesson. Students can learn the information from the textbook independently, and it is well known that the material in the textbooks is relatively short and incomplete. The fact that the teacher knows the content of the subject much wider and deeper than the program requirements does not leave the students indifferent. Teachers of this category are appreciated by students, like their lessons, and strive for their lessons;
- It is necessary to arouse positive emotions that encourage students to inspire and work. The teacher achieves this through forms of expression of his emotional attitude to the educational material. Sometimes it happens that the teacher does not go well to all stages of the lesson, the plans do not come true. It should not be forgotten that, especially young

teachers, the presentation of the studied topic with a beautiful, figurative, emotional speech does not leave the students indifferent, it "gets" them;

- Further revitalization of students' activity depends on how well the teacher forms a system of questions and assignments. The questions of good teachers are usually clear, concise and easy to understand. It is better to use questions that require mechanical answers as little as possible (these situations are mainly found in young, less experienced teachers). Questions of this category do not require deep thinking. For example, "Say the expression of the quality", what is Newton's second law?;

Naturally, here the student is limited to the answers learned from textbooks. A skilled teacher asks questions in such a way that they create internal tension, and these conflicts force one to choose one of the available answer options, the similarities and differences in the studied material, their cause-and-effect relationships;

- Adhering to the rules of pedagogical behavior, along with the rapprochement of the teacher-student relationship, increases students' self-confidence and creates conditions for free thinking. Pedagogical behavior rules are reflected in the teacher's cordiality, sincerity and benevolence of actions, polite, gentle and kind tone of words, and accessibility of relations. It should not be forgotten that the students carefully observe the teacher's every move, every word, they have mastered a unique psychology. As a result, they can clearly distinguish between sincerity and insincerity of the teacher, natural behavior and fakeness. Like people of all ages, they like intimacy and naturalness. From this point of view, the sincerity of the teacher and the naturalness of the teacher should be considered as a factor that increases the effectiveness of education. All this ensures that students of this category work actively in the class, work with great interest and complete assignments;
- A clear understanding of the student's shortcomings and achievements in the educational process is a serious basis for a positive result. Therefore, a small reprimand or encouragement is appropriate where necessary. The sooner the child's academic success and good behavior are encouraged, the more positive the effect should be, it will inspire the child and encourage him to work actively in class.

The results of the conducted research and many years of pedagogical experience can be a reason to recommend the means of forming stable knowledge interests for students, which are: explaining and teaching with passion, novelty of educational material, historicity, connecting knowledge with the fate of the people who discovered it, knowing how to apply the acquired knowledge in life. demonstration in practice, changing educational forms and methods, problem-based education, heuristic education, computer education, introduction of a multimedia system, use of interactive methods, teaching each other (pairs, small groups), showing the success of students, testing knowledge, skills conducting, creating successful situations, competition - contests, creating a healthy microenvironment in the classroom, confidence in students, pedagogical tact and pedagogical skill, attitude of the pedagogue to his subject and students, etc.;

Student interests are as bright as lightning, as colorful as muscles exploding in the sky. At the same time, these interests are fast fading. Therefore, we teachers should be able to understand this "initiative" of students in time, develop it and finally turn it into a long-term need. We must not extinguish this brilliance.

Is your lesson interesting?

Resume.

Arousing students' interest in the lesson is one of the methodological problem of pedagogy. On this article is investigated self – educated decision of problem on a way of skillful teacher and scientific approach to a question.

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